

The Higher Learning Commission Action Project Directory

Gogebic Community College

Project Details			
Title	Assessment of Student Learning	Status	COMPLETED
Category	1-Helping Students Learn	Updated	09-13-2009
Timeline		Reviewed	09-29-2009
	Planned Project Kickoff 06-01-2008	Created	11-24-2009
	Actual Completion 05-04-2010	Version	1

1: Project Goal

A: 1. Each division/program will establish learning objectives and begin a cycle of assessment. 2. Courses taught by more than one faculty member will share two common assessment tools for collection of comparative data. 3. Regarding general education assessment – a process of assessment and data analysis will be ongoing.

2: Reasons For Project

A: The mission of Gogebic Community College is “to provide educational and enrichment opportunities for its students and the surrounding communities in the college service area.” In order to evaluate the main component of the mission – student learning – assessment must be conducted using measurable learning objectives. Outcomes of this measurement must be evaluated each semester to determine the success or opportunity for improvement in facilitating the learning process for our students.

3: Organizational Areas Affected

A: Although every person who comes in contact with a student has the ability to impact on that student’s learning process, this action project will just focus on the formal instructional areas. As such the divisions composed of the division chairs and faculty with their related programs of study will be most affected by this action projects. The effectiveness of their interventions in the learning process of the students in the area of general education and program/course specific education will be evaluated. Technology will be used to aid in the collection and transparent reporting of data.

4: Key Organizational Process(es)

A: 1. Each division/program will establish learning objectives and begin a cycle of assessment. a. A web page “Center for Assessment of Student Learning” will be established for public transparency and reporting results in regard to Student Learning outcomes, including comparison with other institutions. b. Forms using MS access will be developed and incorporated into the web page for the purposes outlined in “a” above. c. The Assessment Coordinator will work with each division to establish a set of outcome objectives the division. d. Measurable course objectives will be established each semester for the courses offered during that semester. At the conclusion of the academic year, each course will have established course objectives. e. In conjunction with the establishment of course objectives, assessment techniques will be developed to most effectively measure the accomplishment of the course objective. 2. Courses taught by more than one faculty member will share two common assessment tools for collection of comparative data. Consistency is vital to the accurate assessment of student learning objectives as such those courses taught by more than one faculty member have to share common objectives and as such common assessment tools. The Assessment Coordinator will bring together individuals who are teaching the same course to facilitate consensus as to common objectives and assessment techniques. 3. Regarding general education assessment – a process of assessment and data analysis will be ongoing. General education assessment has been implemented and data collection has been completed for the current academic year. The student learning team has analyzed a sampling of core competencies across all programs, and established a repeating cycle for assessing core competencies based on this analysis. This will be continued through this action project.

5: Project Time Frame Rationale

A: 1. Each division/program will establish learning objectives and begin a cycle of assessment. a. A web page “Center for Assessment

of Student Learning” will be established for public transparency and reporting results in regard to Student Learning outcomes, including comparison with other institutions. Completed October 30, 2008 b. Forms using MS access will be developed and incorporated into the web page for the purposes outlined in “a” above. Completed August 30, 2008 c. The Assessment Coordinator will work with each division to establish a set of outcome objectives the division. Completed in Fall 2008 semester d. Measurable course objectives will be established each semester for the courses offered during that semester. At the conclusion of the academic year, each course will have established course objectives. Fall Courses worked on before Fall 2008 Spring Courses worked on before Spring 2009 Summer Courses worked on before Summer 2009 e. In conjunction with the establishment of course objectives, assessment techniques will be developed to most effectively measure the accomplishment of the course objective. Fall Courses worked on before and during Fall 2008 Spring Courses worked on before and during Spring 2009 Summer Courses worked on before and during Summer 2009 Data will be compiled at the conclusion of each semester and then at the end of the academic year composing 18 months total. 2. Courses taught by more than one faculty member will share two common assessment tools for collection of comparative data. Common objectives and assessment tools will be worked on before and during each semester. 3. Regarding general education assessment – a process of assessment and data analysis will be ongoing. This will be a continuous aspect of the project that will not have an ending date.

6: Project Success Monitoring

A: Each of the project goals as identified in “G” has a time line which will be monitored for each division and met. Anyone who has not completed the development of objectives and assessment tools for measurement of the objectives will be identified.

7: Project Outcome Measures

A: Please refer to the items listed under F and G above.

8: Other Information

A:

Project Update

1: Project Accomplishments and Status

A: The Action Project, “Assessment of Student of Student Learning”, is an active Action Project with a targeted completion date of December 1, 2009. During academic year 2008-2009, significant progress was made toward the three major goals established for this Action Project. Division Objectives were established for three of the five divisions at Gogebic Community College. Course objectives and course student learning objectives are established for courses taught during the 2008-2009 academic year, with procedures for continuous development of course objectives and student learning objectives for all of the courses offered at the college. Courses taught by more than one faculty member have established shared course objectives and student learning objectives. These faculty are collaborating to develop two common assessment tools for collection of comparative data. The cycle of assessment of the college’s General Learning Outcomes has been ongoing and on timeline. While a webpage has not yet been established for publication of the results, the General Learning Outcomes, the GLO brochure, assessment results and division objectives are available on the college AQIP webpage. The course objectives, student learning objectives, and assessment results are available at GCC Online on the Blackboard system.

2: Institution Involvement

A: The Student Learning Team established the goals of the Action Project and provided information on the development of student learning objectives. The Student Learning Team attended Curriculum committee meetings to disseminate information to Division Chairs and other faculty. The Director of Assessment of Student Learning provided assistance and samples of Division Objectives to the Division Chairs and collected and compiled assessment data. All faculty assessed three of the General Learning Outcomes and developed objectives and student learning outcomes for courses taught Fall 08, Spring 09 and Fall 09. The AQIP Coordinator established a course named AQIP on GCC’s online Blackboard organizing all of GCC’s committee work, including minutes, projects, assessment results, course syllabi, and accreditation reports. This course is open to all faculty and staff to improve information sharing. The new Dean of

Instruction implemented a Syllabi Symmetry Project Fall 09 and provided all faculty with the publication, GCC's Syllabus Content Requirements.

3: Next Steps

A: Since two of GCC's divisions have not submitted Division Objectives for approval by Curriculum Committee, priority will be placed on assisting those Division Chairs in the development. Continued efforts will continue towards development of a webpage for assessment of student learning and maintaining the assessment cycle of student learning objectives.

4: Resulting Effective Practices

A: Developing objectives and student learning outcomes for each course allowed faculty the opportunity to reinvestigate the purpose of each course and determine how their courses contribute to the mission and General Learning Outcomes of each course. Development of common learning objectives in courses taught by multiple instructors allows all students to be "on the same page" in their learning outcomes when they complete the course.

5: Project Challenges

A: A major challenge being faced not only with this Action Project, but also with other projects in instruction, is a lack of support staff for instructional technology. It would be extremely helpful if GCC employed a full-time instructional technology staff member to assist in the development of webpages and online courses.

6: AQIP Involvement

A:

Update Review

1: Project Accomplishments and Status

A: The College has chosen to engage in an Action Project that focuses on the closest level of student learning - the instructional level. This directly aligns with AQIP Category (1) Helping Students Learn, and the Principles of High Performance Organizations (specifically that of Collaboration, Learning, and People). The College is to be commended for focusing on three specific goals, and monitoring progress towards those goals throughout the life of the project. Each goal showed appreciable outcomes, and excellent progress toward full completion of all goals. What is of great significance is the fact that not only are the goals linked together in a way to maximize student learning in an embedded fashion, but also in a way to create teaching partnerships with a common assessment point. This process will greatly enhance the validity of assessment results, and the use of those results for informing current teaching practices and student learning. The College has established a communication vehicle for the dissemination of results and increasing transparency which will also serve to enhance current practice and inform future practice. Job well done!

2: Institution Involvement

A: Several of the AQIP Categories can be seen "in practice" for this Action Project as it relates to the inclusiveness of people. The inclusive team of engaged individuals (Student Learning Team, Division Chairs, faculty, AQIP Coordinator) are representative of the philosophy of the following AQIP Categories: (4) Valuing People and (9) Building Collaborative Relationships. There is also a linkage with the hiring of new staff (Dean of Instruction), and a means to include all faculty and staff through the AQIP course that is offered. This reaching out "across the masses" approach is an impressive model to engage stakeholders in a continuous approach to reach the Action Project's goals. Of particular note is the connectedness with the Fall 09 Symmetry Project to keep the discussion moving forward. Job well done.

3: Next Steps

A: A suggestion for moving towards full engagement by the remaining two Divisions to complete their objectives would be to spotlight the work of the Divisions that have completed their objectives through the website and College newsletter. Also, the AQIP Coordinator might engage the remaining two division Chairs in a discussion around timelines for their completion and opportunity for the same campus exposure. The AQIP Coordinator can be just the "key" to moving your Action Project towards full completion.

4: Resulting Effective Practices

A: This Action Project is indicative of how the AQIP process can result in unexpected benefits. While AQIP Category (1) Helping Students Learn was the main objective of the Project, it also provided an opportunity for teachers to improve their curriculum, create collaborations, and value the work of each other. These outcomes directly align with AQIP Category (2) Learn Accomplishing Other Distinctive Objectives, AQIP Category (8) Planning Continuous Improvement, and AQIP Category (9) Building Collaborative Relationships.

5: Project Challenges

A: This Action Project is a great example of how goals can be reached utilizing a collaborative model. The AQIP Coordinator is critical in ensuring that the Project moves forward, and may be of help in securing additional staff to reduce the challenge noted. Utilizing the Coordinator, engaging other supporters from the current Project, and presenting the outcomes of this Project may be helpful ways in which new staff can be justified and retained.

6: AQIP Involvement

A: The institution is making reasonable progress toward completion of the project and development of an institution-wide continuous quality improvement culture. Reviewer ID 9991

Project Outcome

1: Reason for completion

A: Significant progress has been made toward the three major goals established for this Action Project. However, this Action Project has stopped making significant progress in its original form, and is being broken down into new Action Projects. One of the insights gained from Gogebic Community College AQIP Committee's attendance at the February 10-12th, 2010 AQIP Strategy Forum, "*Creating the Climate for Continuous Learning*", was a best practice path to take when an Action Project stops making progress on its objective. The best practice solution is to rework the remaining objectives of the action project into new action projects with narrower objectives.

Two of the new Action Projects have already been developed and are posted on the Higher Learning Commission of the North Central Association of College and Schools' AQIP Action Project directory. These action projects, *Embedded Assessment for Freshman Composition* and *Embedded Assessment for GCC Engineering Program*, focus on collection quantifiable evidence of teaching and learning effectiveness internally and with external comparative institutions.

2: Success Factors

A:

- Division Objectives have been developed.
- Measureable course objectives have been developed and defined by the development of student learning objectives.
- Courses taught by more than one faculty member have established shared course and student learning objectives.
- The cycle of assessment of the college's General Learning Objectives has been ongoing.
- Increased access to staff, faculty and the public on Gogebic Community College's website for the General Learning Outcomes, the GLO Brochure, assessment results and division objectives.
- A course AQIP has been created on GCC's Online Blackboard System that gives all staff a access to each Committee's minutes, progress and results. This includes the course objectives, student learning objectives, and assessment results for greater faculty collaboration and transparency.

3: Unsuccessful Factors

A: While the project had many successes, difficulty was encountered with technology. This Action Project is making it clearer that the faculty needs additional support with technology and data collection. The focus of future Action Projects will include these institutional needs.